

Developmental Psychopathology: from Childhood to Adulthood

Code: 43879
ECTS Credits: 6

Degree	Type	Year	Semester
4316222 Research in Clinical Psychology and Health	OT	0	1

Contact

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Teachers

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Use of Languages

Principal working language: catalan (cat)

Prerequisites

There is no one

Objectives and Contextualisation

The objective of this module is to review the research of major scientific interest on the origins, course and prognosis of the psychopathological, normative evolutionary processes and the interaction between both. Different clinical syndromes are addressed: classification, diagnosis and evaluation, risk factors, prevention and intervention of psychological disorders that affect from childhood to adulthood. A key concept is that development is a dynamic process. Evolutionary trajectories of psychopathology and normality, their risk factors and their effects throughout development are studied. The most current topics in the field of developmental psychopathology will be discussed.

Competences

- Analyze critically the most current theories, models and methods of psychological research in the field of clinical and health psychology.
- Continue the learning process, to a large extent autonomously.
- Design, plan and to implement projects psychological research project in the area of clinical and health psychology.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.

- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Learning Outcomes

1. Analyse critically the current concepts of classification, instruments and methods for assessment and diagnosis and intervention programmes and techniques through the life cycle.
2. Analyse the practical and theoretical implications of research results in syndromes, risk, protection, developments in psychopathology and prevention.
3. Continue the learning process, to a large extent autonomously.
4. Identify relevant questions in clinical psychology in childhood and adult life which require scientific clarification.
5. Identify the new research aspects in psychopathology of development.
6. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
7. Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
8. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
9. Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Content

From the applied research on psychopathology, we put the scope on:

- How to formulate research questions in mental health with scientific and clinical relevance
- Impact of research results on mental disorders: Dissemination, applications and products
- Evidence-based practice in mental disorders.

The applied research will be on the following topics:

- Conduct disorders on child and adolescents
- Defiant negativism on child and adolescents
- Parental educational styles, emotional regulation and psychopathology
- Prevention of eating behavior disorders
- Borderline personality disorders
- Suicide
- Treatments that work on psychology

Methodology

The contents of the module will be worked in a personalized way through research workshops that will allow an interactive and creative learning. The workshop thread revolves around the professor's clinical research proposal, about different psychopathological disorders. The aim is to ensure that the student's research on psychopathology is useful and applicable to final recipients, is disseminated appropriately and has a clinical

and social impact. The workshops will critically discuss how research needs arise, different ways of disseminating the results will be implemented, and the products resulting from clinical research will be designed. The module is eminently practical and related to actual clinical research on psychopathology.

Different psychopathological disorders will be studied from the research scope. Critical reflection will be made on the impact and application of key topics in current mental health research by applying it directly to the student's work, taking into account the different beneficiaries (users, clinicians, caregivers, families, administrators, investors, etc.). Acquiring skills for the transfer and dissemination of research results in mental disorders will be worked on. Emphasis is placed not only on "how it is done" but also "what is the use" of clinical research on mental disorders, identifying potentially transferable outcomes and the most appropriate forms for their dissemination. It is expected that the contents of this module will help the student to: a) formulate research questions about potentially interesting mental disorders; b) generate transferable results and impact on users and beneficiaries and disseminate them with means appropriate to each context; c) identify the strengths and weaknesses of their own research; d) develop a critical spirit regarding the research developed in this field.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercise resolution	3	0.12	5, 9
Reading articles and reports	30	1.2	2, 4, 6, 8
Workshops	37.5	1.5	1, 6, 3
Type: Supervised			
Practical activities	3	0.12	2, 4
Tutoring	1.5	0.06	6, 3
Type: Autonomous			
Oral presentations	5	0.2	7, 5, 4
Personal study	30	1.2	7, 4, 8, 9
Written papers	40	1.6	1, 7, 5, 3, 8, 9

Assessment

Evaluation The evaluation will be made from the contributions of the student in the sessions, through the works corresponding to each workshop and from all the work done in the module integrated in the student folder.

It will be considered that the subject is passed when a weighted average score ≥ 5 has been obtained.

90% of face-to-face sessions must be attended

Recovery: In order for students to opt for recovery, it is necessary that:

a) You have not achieved the criteria established to pass the module.

b) It has been previously evaluated in all the activities of the module and obtained a continuous assessment rating (weighted average score) between 3.5 and 4.9. The test will have a maximum value of 2 points that will be added to the previous note. The proof of recovery must be approved, that is, obtain a minimum of 1 point, to add the score to the previous note. Recovery will be focused on all learning evidences.

A student who has given learning evidences with a weight equal to or greater than 4 points (40%) cannot record in acts as "non-evaluable".

The document with the evaluation guidelines of the Faculty is in <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
E1. Papers and Reports	35%	0	0	2, 7, 5, 4, 3
E2. Assistance and participation in the planned activities	25%	0	0	6, 3, 8
E3. Portfolio	40%	0	0	1, 7, 4, 9

Bibliography

APA (2002). Criteria for Evaluating treatment Guidelines. *American Psychologist*, 57 (12), 1052-1059.

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC: Author. APA Council of Representatives (2005).

APA Policy Statement on Evidence-Based Practice in Psychology.

<https://www.apa.org/practice/resources/evidence/evidence-based-statement.pdf> Baumbusch, J.L.,

Teachers will provide additional bibliography in classroom